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This report, the third in a series dealing with the development of community service programs, presented a review and evaluation of the concept of a center for community development. The objectives of such a center would be to: determine the adequacy of existing community-oriented programs; involve more people in existing programs; have a trial run of experimental programs before making institutional changes; improve feedback from employers and citizens to insure relevancy of new programs; and develop organizational structure and administrative procedure for implementing these programs. The center would also coordinate continuing education programs and workshops for business, industry, and related agencies. Two programs currently in operation as well as a description of additional programs that lend themselves to the center for community development approach were reviewed. (MB)

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COMMUNITY SERVICES WORKING PAPERS

Number 3: Program Innovation and Evaluation
American Association of Junior Colleges

COMMUNITY SERVICES:
A CENTER FOR COMMUNITY DEVELOPMENT

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INTRODUCTION

The concept "Working Paper" designates work in progress. It suggests that the ideas presented are open for discussion and are probably destined for revision based on imperical evidence or scholarly analysis.

Dr. Distasio and Barry Greenberg present us with an exciting conception of the Community Development Center as the experimental, innovative and responsive arm of the community college. The watchword of the community college is community responsiveness. The need to maintain a responsive and experimental component in our institutions is essential. This paper presents us with an administrative method to implement a significant segment of our philosophy.

If the institution is to be a community college rather than the home of a community-oriented division, it is necessary to involve all departments and representative faculty members in community oriented programming. Dr. Distasio's program of professional central staff and departmental representation provides, I believe, the best of both worlds. We keep a professional hand and undivided attention on the community but maintain broad institutional representation and concomitant institutional involvement in community concerns.

I charge you to read the paper, consider its implications, evaluate the gains for your institution from a "Community Development Center" and adapt the concept to your individual needs and administrative contraints.

J. Kenneth Cummiskey
Project Director

JC 690 314

UNIVERSITY OF CALIF.
LOS ANGELES

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COMMUNITY SERVICES WORKING PAPERS

Number 3: Program Innovation and Evaluation

COMMUNITY SERVICES:
A Center for Community Development

In spite of all efforts, there is still more "junior" than "community" in most of our two-year colleges. The initial thrust of the two-year college movement was to parallel the first two years of a university experience, and indeed, pride can be taken from the continued success attained in this area. Research does indicate that university students from a two-year college do as well or better than those upper classmen whose entire career has been at the four-year institution. Further satisfaction can be derived from knowing that the two-year institution has been able to provide higher education to thousands who might not have otherwise had the opportunity.

It is also recognized that most two-year institutions do provide some other services to their communities and many have "pockets of innovation" directed to community involvement. A junior college becomes a community college, however, only when it reaches the point where it can work with the community in jointly developing and adapting programs to the specific needs of the human beings and the business and service agencies in the geographic area surrounding it. "Pockets of innovation" appear insufficient; what is called for is commitment and involvement on the part of all departments and divisions of the college. A community services department as a separate component of the college can serve as a catalyst or as the conscience of the junior college in becoming a community college, but it cannot be successful unless the rest of the college becomes an integral part of the effort.

NEED FOR TOTAL FACULTY AND COLLEGE INVOLVEMENT

This whole process calls for great change. Mere reflection on the concept of equal opportunities, or on the attitudes of whites toward blacks, or on the widening gap between the educated and not so educated, or on the influence of automation in our lives, or on the attitudes of our society toward the elderly, will not by itself produce the alterations in faculty behavior so necessary for the implementation of the notion of total involvement. The latter requires a change in attitudes of faculty and administration toward what makes up teaching and learning. A change in methods used. A change in attitutes toward students. The pressing question becomes: How do you take a staff member whose entire educational and professional experience has prepared him for a traditional teaching experience and ask him to change his approach? How do you motivate a staff member to recognize the true significance of the word "community" as it applies to all sectors, not just the white and the bright?

If we are commited to the development of the comprehensive community college, then it appears that we must stand back for a moment and take a fresh approach. What is needed is a plan which will enable us to meet our basic community commitments while encouraging and supporting faculty members in the complicated process of institutional change.

Perhaps the following statement by Frank Riessman can serve as a guideline:

> We now know -- though we do not by any means all agree -- that virtually no one is born with a fixed bank account of intelligence or a predetermined ability to achieve. We know that both can be nurtured under beneficient circumstances, and that both can be destroyed through no fault of the victim. We know that the potential for learning never ceases: to be alive is to be capable of growth and change; and failure is not irreversible. This does not mean that we have learned to eradicate the possibility of failure or of poverty; but it does mean that we are learning the danger of drawing the wrong conclusions from them. There is more luck and less virtue in accomplishment than the more accomplished of us like to admit. Wealth and power of position do not automatically confer moral superiority.[1]

If we can accept this powerful but simple premise, then we have a promising start. For this means that in each of our communities, no matter how large or small, there is a wealth of latent human and community resources. A priority need is to identify these resources and implement programs aimed at developing them. If the programs designed are going to make a difference, the people and agencies involved must share responsibility for their development. The role of the community college emerges when it is understood that the college is one-- and only one--of the many resources available to the people of our community in their pursuit of equal educational, employment, cultural, and recreational opportunities.

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1 Riessman, Frank and Popper, Hermine. Up From Poverty. New York Harper and Row: 1968. pp. 1-2

Under this premise the concept of community services needs re-evaluation. To many the concept of services infers a superior-inferior relationship--the college gives or provides something. Implicit in this notion is that the college knows what to give and how to go about giving it. The contention stated here is that the college cannot unilaterally "do" for the community. All individuals and agencies involved must share in these responsibilities.

CENTER FOR COMMUNITY DEVELOPMENT CONCEPT

In order to fulfill this mission, a Center for Community Development is proposed. The Center would focus upon the development of latent human and community resources and become an integral unit of the community college. Its chief objectives would be:

1. to determine the extent to which existing credit and non-credit programs in continuing education and in other community-oriented projects are effective.

2. to extend the benefits of existing programs to more people.

3. to create a "laboratory" setting wherein experimental programs may be carefully monitored to provide objective data before recommending institutional change.

4. to improve our systems of employer-college feedback, of citizen-college feedback so that the creation of new jobs and new educational programs may be responsive to the real needs of both the community and the employer.

5. to develop an organizational structure and administrative procedure for the implementation of the concept of an experimental unit within an institution.

In this case the experimental unit would be the Center for Community Development and the institution would be the Community College. This objective is especially crucial. Although one, or more, professional staff would administer and operate such a Center, personnel from each of the other units of the college would have to be released from their normal duties to become involved in the experimental programs of the Center as their expertise is required. Otherwise the entire college might not be involved.

All continuing education would be located in the Center as would be related workshops for business, industry, and other agencies. In order to be relevant these programs must be constantly under development. Other elements assigned to the Center would remain there only until they became operational. At that time each successful project would become a part of a regular division of the college. What does not work would never be recommended for widespread adoption. Such a Center would provide those individuals at the college who are ready to experiment with change, the necessary opportunity.

At the same time, the established order of things would not be disrupted by radical change recommended on the basis of little or no real evidence that the change is appropriate to the particular community setting in which the college is situated.

The staff member, on loan part-time to the Center from an academic division, would continue to work in his original department and hopefully he would be able to influence his colleagues concerning the new experimental methods or programs.

A hypothetical example might be helpful: Suppose the college was attempting to come up with a special inter-disciplinary general education package for a particular group of students who all work for the same employer. An expert in general education would be released to the Center to coordinate the project. He would negotiate with each of the academic divisions that have general education courses for the release of one or more of their staff members, on a part-time basis, to conduct a pilot program. If the pilot were successful, broader experiments with the refined general education package would be conducted. After several rounds of experimentation, more and more faculty and students would have participated in the new program. In time, evidence gathered from the evolving experiments would be presented to the curriculum committee when it was considering changes in the general education program. Thus change would be proposed on the basis of pertinent evidence rather than theoretical premise.

CENTER FOR COMMUNITY DEVELOPMENT EXAMPLES

Two experiments now underway at Miami-Dade Junior College, South Campus can further illustrate the type of projects that might be included in a Center for Community Development and also demonstrate the conceptual approach of such a Center:

The Carver Community School Center

The South Campus operates what might be called an induction center in a community school in a predominately black neighborhood where first level college courses are offered. For example, English 101 may be taken but not 102. A beginning general education science course is offered, but not the advanced laboratory courses. Advising and counseling are available in order to aid the individual student in setting his future goals. If an individual desires higher courses after he has completed the first level courses, he must transfer to the South Campus.

The chairman of the mathematics department taught an open-ended math course at Carver during this last term. He planned it so that we would start where the individuals were and work them up through the first college level course in math. The course was an intensive eight week sequence meeting six hours a week. Students were first taught how to do computations but without learning the formal terminology. The introduction of formal math vocabulary was left to later units. Those who did not master the material up through the first college level course were given grades of I (incomplete) so they could continue to move forward at their own pace.

The department chairman is so impressed with what he learned about people and the learning process while he was teaching this course that he now plans to teach one of these eight-week math courses each term at the Carver Center using team-teaching techniques. Each term he will be joined by a different member of his department. The two-man approach would eventually allow the entire department to become acquainted with the new design for teaching developmental and college level math courses in one package. The chairman feels that eventually the approach to teaching math on the main campus will be revamped as a result of the evidence gathered at the Carver Center.

This example illustrates the approach toward institutional change that can be taken in a Center for Community Development.

Career College

Ronnie Evans was an 18 year-old Negro with a past pattern of school failure and frustration and a future leading to a hopeless succession of dead-end jobs. A high school dropout, he had quit school in the tenth grade and nothing very interesting or important had happened to him since. On a one-way street to nowhere, he might have continued to travel the same road for a lifetime if he had not attended one of three meetings that were held last September in Coconut Grove, Liberty City, and Goulds.

He may have heard about the meeting over WAME, a local "Soul" radio station. Perhaps he was called by a leader of the black community; or he could have been one of more than 500 of the 1967-68 high school dropouts who received invitations through the mail.

In any case, he went to the meeting, and along with many other dropouts, learned about a unique educational experiment called Career College.

Ronnie Evans, allowing for differences in age and last grade attended, could be almost any one of the 60 Career College students who, after being out of school for from one to seven years, are now endeavoring to continue their education at Miami-Dade Junior College, South.

The Career College program, is a Federally funded Title I experiment designed for high school dropouts and others who do not qualify for admission to regular college courses. After a three week recruitment effort that covered almost 2,000 in-county miles, it opened on September 30 with a pilot group of 12 students and a program so flexible that it could be altered almost from day to day.[2]

Instead of beginning with many dropouts all at once, the program started with a two month planning period. Eighteen staff members were released part-time from the several academic divisions of the campus to conduct preliminary planning. The instructional team, about half black and half white, went through a sensitivity training program during the planning period. Finally, the pilot group of twelve dropouts were enrolled. The purpose of the original pilot was to test ideas in a small group and to learn from the high school dropouts themselves, what they needed in an educational program. Thus, feedback or communications sessions with the students became crucial to the planning of the future

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2 Douglas, Suzanne. "Career College Offers a Second Chance." Points South. Miami-Dade Junior College, South Campus: February, 1969. p. 2.

curriculum for the 60 high school dropouts who are now enrolled in Career College. Career College is another activity which might find an appropriate home in an experimental Center for Community Development.

CENTER FOR COMMUNITY DEVELOPMENT PROGRAM CHECKLIST

There are of course many other approaches which can be considered for inclusion in a Center. Among these are:

Nonprofessional persons can be hired for a variety of functions including advising, teaching, planning, counseling, and student recruitment. During the past several years, a good deal of experimentation has been completed in paraprofessional utilization. The evidence indicates that adults who lack academic qualifications, but who possess certain attitudes and who have had certain experiences during the course of their lives are able to perform (and quite ably) roles traditionally assigned to professionals.

Programs can be designed for those who are already employed or who have been previously employed so they may move to another level of effectiveness in their jobs and in their personal lives. "Rusty Lady" seminars can be held for mature women who have raised their families ard are ready to re-enter the world of work.[3] A group of employees might take a course in how computer techniques can make their jobs more productive. Also, improvement in interpersonal relationships and employee effectiveness can result from group work with supervisory and on-the-line personnel.

Team teaching can be experimented with in credit and non-credit course offerings. This procedure may not only lend new excitement to the learning-teaching process for the students, but when handled in the proper atmosphere may become a learning experience for the involved teachers.

Those restrictions which are currently placed upon students and which have demonstrated little relationship with the amount of material which is mastered can be carefully explored for alternatives. It is time we abandoned restrictions for which we can find no justification save administrative efficiency or "tradition." Students (be they adult or fresh out of senior high school) want and are deserving of freedom to explore, challenge,, adopt and then abandon a multitude of concepts and ideas, and it is the responsibility of educators to develop the mechanism for this to occur.

The utilization of independent study, on the job experience, and other alternatives to the more orthodox methods of study can be given full consideration. The current path to academic respectability is a rather narrow one in that it assumes that the body of knowledge required for the "good life" can only be obtained through classroom study. There are many individuals whose life experiences (particularly adults) have centered around the application of one or more academic disciplines and for whom return to school is difficult due to family

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3 " Rusty Lady" seminars have been held in Miami for the last three years under the sponsorship of the Council for Continuing Education for Women. The Council is part of the community services program of the South Campus of Miami-Dade Junior College.

or financial responsibilities. Let us take cognizance of this reservoir of talent and open up new avenues to professionalization by granting some academic credit to nurses' aides functioning as nurses; to teachers' aides functioning as teachers; and, among others to those among the disadvantaged who have worked in their own neighborhoods and have demonstrated a knowledge of sociological and psychological principles though they may lack understanding of the jargon.

Grading procedures and examination devices can be revamped so that their true function (diagnosis followed by prescribed course of action) may be realized. Teachers seem to be becoming increasingly concerned with testing philosophies which maintain that a certain percentage of all students should fail, a certain percentage should pass, etc. The question now emerging concerns why this should be so, and why, in fact, should not testing be construed as a way of helping a student discover and then overcome what he does not know. In this context there appears to be no need for an "F" grade for anyone regardless of performance. In its place might be the grade of "I" which would then allow the student to complete the prescribed curriculum over a period of time more suitable to his abilities. Such a procedure appears particularly applicable to adults who may find "re-entry" into the academic world a difficult adjustment and who may be unduly concerned with failing a course.

Wherever applicable, participants might be involved in group communications sessions which stress openness of thought and feeling.. There appears to be a need to expand the community college's offerings to enable students (and faculty) to explore their own personalities, drives, ambitions, and interpersonal relations. Such experiences, under the direction of a trained group worker, often lead to increased self-awareness and new insights into the art of communication.

SUMMARY

In addition to having expertise in their chosen fields, the staff of a Center for Community Development must be commited to a philosophy that success can only be determined in respect to each human being's personal needs and objectives. In itself this implies that new approaches need to be developed to assist individuals in the identification of their objectives.

We are living through a period when students and faculty are demanding that we make education more pertinent to human beings who are living in the American society of 1969. More often than not, we read about the violence that erupts as a result of our failure to meet this challenge. The establishment of a Center for Community Development can provide a positive alternative that will be acceptable to both the traditionally minded faculty member who resists fast and widesweeping institutional change as well as those who are demanding these changes.

American civilization has reached a level of effectiveness where we can plan and foster positive change. The American Community College stands first on the firing line. THE OPPORTUNITY IS OURS FOR NOW -- LET'S MAKE IT FOR ALWAYS.